**Common Core LESSON PLAN** Teacher: Rachel Frasier Grade: 5 Subject(s): Dance/ELA/Science

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| **Length of Assignment:**  A full rotation (a unit of 5-7 sessions, 50 minutes in length) | **Standards:**  **Dance**  5.CP.1 - Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.  5.R.1 - Use a variety of thinking skills to analyze and evaluate dance.  **ELA**  CCSS.ELA-Literacy.SL.5.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.  **Science**  5.L.2 - Understand the interdependence of plants and animals with their ecosystem.  **Objective: (What should students be able to do at the end of the lesson?)**  Students will work in collaborative groups to choreograph dance sequences that demonstrate a clear understanding of a science concept (ecosystems) based on their prior knowledge as well as knowledge gained from their analysis of an informational text. Students will analyze the work of their peers and provide specific feedback (“I really liked…, you might want to think about…”). |
| **Materials Needed**  Laptop  Projector  Print texts  **Bloom’s Taxonomy**  My lesson provides opportunities for :  Remembering  Understanding  Applying  Analyzing  Evaluating  Creating | **Instructional Procedures**  **Opening Hook for Learning:**   * Watch beginning (until 4:16) of John Bohannon Ted Talk (<http://goo.gl/NIX2n>) – guiding questions:   + Can you tell that they’ve mastered their science content?   + Can you tell that they’ve mastered their dance content?   + Were you able to understand the science concepts he was discussing? What impact did the dancers have on your understanding? * Explain that our next project will be to show our mastery of science content (ecosystems) through dance.   **Prior Knowledge:**   * Whole class completes a circle map – what do we already know about ecosystems? Include types of ecosystems, food chain (producer, consumer, decomposer), etc.   **Direct Instruction**: (How will I present new material and make learning relevant?)   * Have students divide themselves into 4 or 5 work groups (following discussion of what types of people make a good group). As a class look at the groups and make appropriate adjustments. * Groups read and analyze a variety of information texts, such as:   + Digital texts:     - [What are Ecosystems](http://www.pbs.org/journeytoplanetearth/stateoftheplanet/ecosystems.html)     - [Ecosystems](http://www.nhptv.org/natureworks/nwepecosystems.htm)     - [Plants, Animals, and Ecosystems](http://www.epa.gov/climatechange/kids/impacts/effects/ecosystems.html)   + Print texts:     - Foss Science Stories: Environments (developed at Lawrence Hall of Science, University of California at Berkeley, 2003)     - Nature in Danger (S. Morgan and R. Harlow, 1995) * Groups assimilate information from texts with prior knowledge and decide which ecosystem they’ll use as inspiration for their choreography.   **Independent Practice:**   * Group members work together to choreograph a dance demonstrating their knowledge of both science and dance content. Dance requirements:   + clearly show the audience the characteristics of your ecosystem   + have a clear beginning, middle and end   + use high, middle and low levels   + all group members are integral to the dance   + show a strong use of space   **Peer Review:**   * Groups will share the “rough drafts” of their dances. Classmates will analyze their peers’ dances and provide appropriate feedback (“I really liked …”, “you might want to spend time working on…”, “have you thought about…”, etc). * Groups will then make changes to their dances based on the feedback they received from the review process.   **Culminating Activity:**   * Groups will share their final dances with the class.   **Key Vocabulary:**   * Science – ecosystem, food chain, producer, consumer, decomposer, biome, environment * Dance – spatial relationships, levels (high, middle, low)   **Assessment (What data will give me information about students’ understanding of today’s lesson?)**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 1 | 2 | 3 | 4 | | Demonstration of Science Content (Ecosystems) | No science content evident | Some science content evident but needs verbal explanation | Science content evident and identifiable | Science content evident and identifiable with elaboration/extension | | Composition (beginning, middle, end) | B/M/E are not demonstrated | Dance has B/M/E but requires student explanation to identify | Dance has clear B/M/E | Dance has clear B/M/E and interesting transitions | | Choreography (levels, use of space) | No levels or use of space demonstrated | Dance inconsistently shows high, middle and low levels and an awareness of space | Dance shows high, middle and low levels and an awareness of space | Dance shows high, middle and low levels and a strong use of space | | Peer Feedback | Did not provide any feedback to other groups | Provided either positive or constructive feedback to 1 group | Provided positive and constructive feedback to other groups | Provided positive and constructive feedback to other groups; feedback showed an advanced knowledge of dance content (extended beyond basic requirements of the assignment) | |